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ANTY 602.01: Cultural Heritage Policy and Practice

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ANTHROPOLOGY 602

CULTURAL HERITAGE POLICY AND PRACTICE

Spring Semester, 2017 (Jan 23-May 12) Mondays, 2:00-4:50, Social Science 252 (Anthro seminar room)

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Course Description

ANTY 602 explores critical issues in United States cultural heritage law and practice, emphasizing the regulatory basis for cultural resource management. The class is task and practice oriented, with the goal of preparing students for potential careers in American cultural resource management. The class does not address international cultural heritage issues. Students will learn how to interpret and apply the National Historic Preservation Act (NHPA), as well as a variety of other important American heritage laws, including ARPA, NEPA, NAGPRA, and the DOT Act (Section F). My goal is to prepare you to be professionals in the CRM world or, at the very least, give you experience in the process of CRM, whether you envision a career in CRM or not. ANT 451 (Cultural Resource Management) or similar experience is a prerequisite.

Books

1) *Cultural Resource Laws and Practice* (CRLP), Third Edition, by Tom King (2008); 2) *Our Unprotected Heritage* (OUH) by Tom King (2009); 3) *Breaking Ground: the Unearthing of Tse-Whit-Zen* (BG), by Linda Mapes (2009); and 4) *Consultation and Cultural Heritage* (CCH), by Tom King and Claudia Nissley. We will also read .pdf documents posted on Moodle.

Course Requirements

There are 450 total points available in the course, divided into three sections, discussed below.

Weeks 1-6: Review and Critique of Federal and State CRM Laws (125 points)

Weeks 1-2 will be an introduction to the course and a review/summary of the major laws to be covered in the course. **Week 1** will include lecture by Professor MacDonald summarizing the five major laws to be used in the course: NHPA, NEPA, NAGPRA, ARPA, and DOT Act. During **Week 2**, each student will read *Consultation and Cultural Heritage*. Students will engage in an open-ended discussion regarding how consultation works in the contexts of the various federal laws, using the book as a guide. **Week 3** will be a class discussion on Traditional Cultural Properties (TCPs), in light of *National Register Bulletin 38* and Parker's *TCP Brief*. The discussion (25 points) will focus on how to manage TCPs in a CRM perspective, but also consider the human impacts. What are the key issues with working with TCPs? **Week 4** will involve Graduate Student presentations (50 points) of regional state and tribal laws, comparing their strengths to the five key Federal laws. How do the various states cover TCPs? Students will present 20 minute presentations on their selected states (picked during week 1). A 1-page summary of the state laws is required for each state (to distribute to classmates via Moodle). **Weeks 5-6** will involve a critical assessment of the major CRM laws, as laid out by Tom King in *Our Unprotected Heritage*. Students will come prepared to discuss King's book, in light of their own experiences. A 2-page book report is due week 6 (25 points).

Weeks 7-14: Case Studies and Role Playing (150 points)

During weeks 7-15, we will present cultural resource management case studies and do role-playing exercises. In **Week 7**, the Tse-Whit-Zen project in the book *Breaking Ground* is our first case study. All students will prepare a 700-word statement about the book during week 7 (25 points). In **Week 8**, I will lead case study and role playing scenarios with students engaged in working through problematic CRM projects (25 points). In **Weeks 9-11**, students will prepare and present one CRM case study of their choosing worth 25 points. The student will introduce the project and subsequently assign other students in the class to conduct a role-playing exercise about the project. How did the students work through the project compared to how it turned out in real-life? **Weeks 12-14** will involve guest presentations of case studies from their own work as professionals in the CRM world (25 points each week; 75 total points).

Weeks 15-16: Student term papers and presentations (150 points)

Each student will prepare a final paper on a CRM topic of their choosing and give an in-class powerpoint presentation. The ca. 20-page term paper is worth 100 points with the presentation/discussion worth an additional 50 points. Final papers are due on Monday, May 8 (last day of class). Student presentations will be May 1 and May 8 (last two class meetings).

Attendance and overall class participation: 25 points.

Total class points: 450; standard grading based on percentage of that total (see grading chart and deadlines on page 3).

WEEKLY SYLLABUS

Week 1: January 23

Topic: Class Overview, Cultural Resource Definitions & the major CRM laws (MacDonald guided lecture & discussion):

Readings: review *CRLP*; download and read laws: www.nps.gov/history/history/online_books/fhpl/index.htm

Week 2: January 30

Topic: *Consultation and Cultural Heritage* (read entire book); free-flowing discussion on the role of consultation for each of the five major federal laws (NHPA, NEPA, DOT Act, ARPA, and NAGPRA) (25 pts). Students should know the laws.

Week 3: February 6

Topic: Traditional Cultural Places (TCPs) Discussion (25 points); Read *NRB* 38

<http://www.nps.gov/nr/publications/bulletins/nrb38/> and Parker's *TCP Brief* on Moodle

Student discussion on TCPs and how to manage them from CRM and human perspectives.

Week 4: February 13

Topic: State and Tribal CRM presentations (50 points); 700-word summary of state/tribal law/regulations.

Student Presentations: States—Montana, Idaho, Wyoming, North Dakota, Oregon, Washington; Tribes—CSKT, Blackfeet, Other Montana Tribe (TBA), Washington Tribe (TBA), Oregon Tribe (TBA), North Dakota Tribe (TBA)

Check out: http://www.nathpo.org/State_Laws/State_Laws_Map.htm . Review article on state laws posted on Moodle.

Week 5: February 20 (no class, President's Day)

NO CLASS

Week 6: February 27

Topic: Discussion of *Our Unprotected Heritage*; Assignment: 700 word book report due (25 points)

Week 7: March 6

Topic: Tse-Whit-Zen Case Study

Readings: 1) *Breaking Ground* book; 2) DOT Act Section 4F (nps.gov/history/history/online_books/fhpl/dot_section4f.pdf)

Assignment: 700-word summary of case study (25 points, includes discussion)

Week 8: March 13

Topic: MacDonald-led CRM case studies and role playing exercises

Week 9: March 20 (spring break)

NO CLASS

Week 10: March 27

Topic: student case studies and role playing (student leaders provide 1-page summary of case study and present basics of it prior to leading the role-playing exercise; 25 points)

Week 11: April 3

Topic: student case studies and role playing (student leaders provide 1-page summary of case study and present basics of it prior to leading the role-playing exercise; 25 points)

Weeks 12-14: April 10, April 17, and April 24

Professional Guest Visits to Class.

Readings: Case study materials; Assignment: 1 page position statement (25 points each week)

Week 15-16: May 1 and May 8

Topic: Student Presentations (20-25 minutes each)

ALL FINAL PAPERS ARE DUE MONDAY, MAY 8 IN CLASS (SUBMIT PRINTED COPIES; NO EMAILS)

SUMMARY OF ANTY 602 ASSIGNMENTS & DUE DATES

POINTS	Week/Date	ASSIGNMENT
0	WK 1: Jan. 23	Review <i>CRLP</i> and Federal Laws
25	WK 2: Jan. 30	<i>Consultation and Cultural Heritage</i> discussion
25	WK 3: Feb. 6	Discussion of <i>TCPs</i>
50	WK 4: Feb. 13	Presentations/700-word summaries of State/Tribal Laws
25	WK 6: Feb. 27	700-word book report on <i>Our Unprotected Heritage</i>
25	WK 7: Mar. 6	700-word book report on <i>Breaking Ground</i>
25	WK 8: Mar. 13	MacDonald-led role playing
25	WK 10, 11: Apr. 3	student case studies (1-page summaries)
75	WKS 12-14	guest professionals (25 points each week; 1 page statements)
150	WKS 15-16	Final Papers & Presentations; Printed papers due May 8
25	<u>attendance and participation</u>	
450	total points (standard grading as a percent of total; e.g., 400/450 is 88.9%, B+)	